

DOCUMENT RESUME

ED 231 248

FL 013 813

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TITLE English Language Problems of Chinese Students in South Africa.
PUB DATE Mar 80
NOTE 22p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (14th, San Francisco, CA March, 1980). Document may not reproduce well.
PUB TYPE Speeches/Conference Papers (150) -- Viewpoints (120)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Bilingual Students; *Chinese; *English (Second Language); Foreign Countries; *Language of Instruction; Language Planning; Language Skills; Secondary Education; Second Language Learning; Sociolinguistics
IDENTIFIERS *Chinese People; *South Africa

ABSTRACT

The status of English as learned and used by Chinese students in South Africa was investigated to provide perspective on the language policy. Language planners in South Africa require that all secondary school students be taught and tested through the medium of either English or Afrikaans, regardless of their mother tongue. The students are expected to achieve the same level in English as that of native speakers if they wish to enter the university. The important concern is whether English should be regarded as either the first or second language of the students, or even as a second dialect. A related criterion is literacy in the mother tongue. These issues were explored within the framework of a sociolinguistic analysis that defines the influence of certain societal factors on the students' learning of English. A questionnaire was administered to 75 secondary school students attending schools that cater to Chinese students and general public schools for all groups. Interviews with teachers concerning language teaching were also conducted. It is concluded that these students cannot be expected to achieve the same level of competence in English as native speakers. The current state of their English is not suitable for effective instruction and testing purposes. This conclusion implies that the same techniques as those used for native speakers cannot be employed equally well for these students. Methods that have achieved some success with the students are also discussed. A questionnaire is appended. (SW)

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ED231248

ENGLISH LANGUAGE PROBLEMS OF CHINESE

STUDENTS IN SOUTH AFRICA

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(This paper was presented at the TLSOL '80 Convention, held
in San Francisco in March 1980).

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ABSTRACT

Language planners in South Africa require that all secondary school students be taught and examined through the medium of either English or Afrikaans, regardless of their mother tongue. The students are expected to achieve the same level in English as that of native speakers if they wish to achieve a university entrance pass. This paper explores the extent to which this is either realistic or feasible, by examining the status of English as learned and used by Chinese students in the process of their education. An important question is whether English should be regarded as either the first or second language of these students, or even as a second dialect. A related criterion is that of literacy in the mother tongue.

The above issues are explored within the framework of a sociolinguistic analysis which defines the influence of certain societal factors on the students' learning of English. The interlanguage system which is revealed is found to fall short of the specifications for a first language.

It is concluded that these students cannot be expected to achieve the same level of competence in English as native speakers, which demands a serious reappraisal of the teaching materials and methodology employed in teaching these students. Finally, methods which have achieved some success with the students are discussed.

1. Introduction

Language planning policy in South Africa requires that all students at secondary school level be taught and examined through the medium of either one or other of the official languages - English or Afrikaans - regardless of their mother tongue. These languages are offered on two grades - the Higher and the Standard. In order to obtain university entrance, students have to pass at least one of the official languages on the higher grade level, i.e. that required of native speakers of the language. If both languages are taken at the Standard grade level, only a school-leaving certificate may be obtained. This situation places students from diverse linguistic groups whose mother

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tongue is not English, at a marked disadvantage which has implications in terms of future employment. Moreover, children of second and third generation immigrant groups such as the Chinese and Indian communities, are considered as having English as a first language. However, these students appear to have developed a common and systematic 'interlanguage' system which falls short of the level expected of standard English in terms of certain criteria. This has implications for the level of English which these students are expected to achieve and for the type of methodology used in teaching them.

With reference to the Chinese students in particular, this paper attempts to explore the validity of the assumption that English is their first language by analysing, firstly, the sociolinguistic position of these students in South Africa and, secondly, the actual level of English as spoken and written by the students and how this compares to what could be considered the 'norm', in grammatical and conceptual terms, for a native English speaker. The sociolinguistic analysis attempts to define the influence, direct or indirect, of certain societal factors on the students' learning and subsequent command of English. These include cultural background, socioeconomic status, preservation and enclosure and attitudes towards the target language and its speakers. These categories are derived and adapted from Schumann's framework in his article "Social distance as a factor in second language acquisition" (LANGUAGE LEARNING 1976 Vol.26 No.1), and will be discussed in terms of three criteria: possible mismatches, perceptions vs reality and parents vs children. Lack of parental support, inadequate models for learning and peer group resistance which is self-reinforcing, all seem to have contributed to the 'dialect' of English or 'interlanguage' which these students speak. This emphasises the importance of whether English should be considered as a first or second language, or even second dialect for these students. In fact, could these students be said to have a first language at all? (1)

The question of second dialect arises out of the peculiar linguistic situation in which these students are placed. Their mother tongue is normally a Chinese dialect (Moyenese or Cantonese) which is not written as such. If a first language implies both a spoken and written medium, then, by definition, these students lack a first language. English is the first in which they learn to write but not necessarily the first in which they learn to speak. Mandarin,

1) It is necessary to clarify the distinction made between 'mother tongue' and 'first language' in this paper. A first language entails a competence, on the part of the speaker, to use that language spontaneously on all levels - phonological, syntactic and semantic - and in the four skill areas - aural/visual comprehension and oral/written production.

which is the other language offered at school on a formal basis is not used by the students in their daily activities. We thus have a complex linguistic situation.

1.1 The Sample

The sample comprises Chinese students who attend two types of school: those which cater for Chinese students specifically and 'general' public schools for all groups. The experimental group (Group 1) belong to the former, and the control group 2, to the latter. The students who attend the Chinese schools are a fairly homogenous group, owing to the fact that their families still identify with their Chinese culture and consequently, language or dialect, hence their decision to send their children to a school which attempts to adhere, in some small measure, to that culture. A distinction is thus made between this group of students and their Chinese counterparts whose parents aspire more to the western culture predominant in South Africa and who therefore send their children to private schools. The distinction also appears to be valid in terms of differences in sociolinguistic variables as revealed by the investigation. The level of English as observed in Group 2 appears to approximate more closely to the 'norm' specified for L1 speakers than that of the former group. This area is currently undergoing further investigation.

Although these Chinese students are the main focus of this paper, various issues which arise are equally applicable to other non-native English-speaking groups in South Africa. I am thinking specifically of the Indian student community who find themselves culturally, socially and linguistically in a similar situation. For this reason, I have attempted to draw parallels between the two groups wherever possible, drawing on data obtained from previous research done in this field. Furthermore, the proposals concerning language teaching techniques are equally valid for other groups undergoing secondary education in South Africa.

1.2. Method of Investigation

A questionnaire was administered to 75 secondary school pupils from both groups. Interviews were conducted with teachers specifically concerned with language teaching. The questions asked for personal data, and covered such areas as language usage in terms of frequency, domains and preferences.

A native speaker of English would be considered as having that language as his first language. A mother tongue speaker of English, however, may not necessarily be able to use the language in all 4 skill areas- he may only be able to speak the language without ever having been exposed to the written word. Children of immigrant groups frequently use the mother tongue of their parents to communicate in the home, but receive their formal education in English.

2. Educational Context

2.1 Syllabus Aims

The syllabus prescribed for the group in question is the same as that for those considered as having English as their first language, i.e. as its general aim, it has the following:

"To promote the pupils' intellectual, social and emotional development... it should be emphasised that the relationship between a child's linguistic skill and his personal development is a unique one... At the same time, it must be recognised that the teacher of English is merely contributing to a process that begins in infancy and continues throughout life." (TVL Education Department -1975)

A number of issues arise here regarding the relevance of these aims for the students in question. Firstly, to what extent does the learning of English begin in infancy for these students? If we consider Table 1, we see that half of the students attending Chinese schools learn it in infancy and half during the primary school years. However, approximately three quarters of Group 2 students learn English during infancy which could give them an advantage over their peers. This gives rise to a second question: Does language teaching take place on one continuum only? There are, surely, two elements involved - linguistic and communicative. The two elements are, and should be, interrelated when teaching language - linguistic items are presented and taught in context within a communicative setting. However, the linguistic and communicative aspects of language learning need to be considered separately when two different processes are in question. For example, if one is teaching English to native speakers at secondary school level, the linguistic aspect, although necessary, is not dominant. The teacher assumes a certain level of grammatical competence in the students and thus concentrates on the content to be communicated - usually literature! One cannot, however, assume the same competence in non-native English speakers. A different approach is necessary which pays more attention to the linguistic tools needed by the students in order to communicate effectively.

If these tools are lacking, it is common for students to resort to certain strategies of communication which result in utterances which deviate from grammatically acceptable syntactic structures. These forms run the risk of becoming 'fossilised' to the extent that they form an 'interlanguage', which entails the reorganization of linguistic material

to identify with a particular target language. This aspect will be dealt with more fully under 2.3.

TABLE 1

INTRODUCTION TO ENGLISH

AGE	1		SCHOOL CATEGORY		2	
	no.	%			no.	%
1 - 5	19	50			24	64.9
5 - 10	19	50			13	35.1

2.2.Environmental Support

Unlike Group 2 students who (a) mix daily with native English speakers and are thus exposed to the "Standard" and (b) have parental support, Group 1 students lack both. They thus tend to form a kind of peer group resistance in the sense that they come from similar backgrounds and befriend each other rather than native speakers of the language. This is shown in Table 4 which shows that this group tends to have more Chinese than English friends. On the other hand, Group 2 students have more English friends than their Group 1 counterparts. Tables 2 and 3 show the frequency with which various languages are spoken in the home and the frequency with which English is used in the family domain, respectively.

TABLE 2

FREQUENCY WITH WHICH DIFFERENT LANGUAGES USED IN HOME

LANGUAGE	FREQUENCY											
	NEVER			SOMETIMES			OFTEN			ALWAYS		
	1	%	2	1	%	2	1	%	2	1	%	2
MOYENESE/CANTONESE	10.5	16.2	13.2	48.6	31.6	29.7	44.7	5.4				
MANDARIN	81.6	89.2	18.4	8.1	0	2.7						
ENGLISH	5.3	0.0	39.5	16.2	31.6	59.5	23.7	24.3				

TABLE 3 FREQUENCY OF ENGLISH USAGE IN FAMILY/SOCIAL DOMAIN

RELATIONSHIPS	FREQUENCY											
	NEVER			SOMETIMES			OFTEN			ALWAYS		
	1	%	2	1	%	2	1	%	2	1	%	2
WITH CHINESE FRIENDS	0		2.7	31.6		18.9	26.3		32.4	42.1		45.9
WITH PARENTS	26.3		5.4	26.3		32.4	26.3		24.3	21.1		37.8
WITH SIBLINGS & COUSINS				44.7		10.8	23.7		21.6	31.6		67.6

TABLE 4 LANGUAGE GROUP PREFERENCE OF STUDENTS

FRIENDS	SCHOOL CATEGORY					
	1			2		
NUMBER	CHI	%	ENG	CHI	%	ENG
FEW	10.5		57.9	16.2		24.3
MANY	55.3		21.1	81.1		75.7
ALL	34.2		0	2.7		21.1

The group 1 students are further identified with certain social and cultural activities, as well as educational, for the school is exclusively for Chinese students. This seems to influence their use of English as the characteristics of their 'interlanguage' system are common and systematic to the majority of them. It is interesting to note, however, that English is the language used mainly in social activities outside the school (see Tables 5a and 5b). However, when asked how frequently English periodicals were read, the greater percentage of these students responded sometimes whereas the majority of Group 2 students always read them. (see Table 6).

TABLE 5a LANGUAGE USAGE IN ACTIVITIES OUTSIDE OF SCHOOL

LANGUAGE	SCHOOL CATEGORY					
	1			2		
	YES	%	NO	YES	%	NO
ENGLISH	92.1		7.9	94.6		5.4
MANDARIN	5.3		94.7	2.7		97.3

TABLE 5b LANGUAGE SPOKEN AT CULTURAL PLACES

LANGUAGE	SCHOOL CATEGORY			
	1		2	
	no.	%	no.	%
MOYENESE/CANTONESE	1	2.6	0	0
ENGLISH	37	97.4	37	100.0

2.3 L1, L2 or D2 ?

The majority of Group 1 students belong to families who do not normally speak English at home. If we refer again to Table 2, we see that Moyenese/Cantonese are the most commonly spoken for this group, whereas only a minimal percentage of Group 2 students always speak these dialects; the greater percentage speak them sometimes/often. Mandarin is hardly ever spoken but Group 1 students do learn to write it. However, Mandarin lessons decrease as the students progress through school. English is spoken more frequently by Group 2 than by Group 1 students.

An almost diglossic situation thus exists for Group 1 students, as they could be said to possess two dialects as opposed to two languages (in the formal sense). They speak a familiar register of Moyenese/Cantonese at home but the majority of students cannot read or write them. (Refer to Table 7). To what extent could this be termed a first language? In terms of our definition, it is more a mother tongue. Furthermore, the Chinese in question continue to maintain close physical ties with the homeland (Taiwan) and as a result, come to identify with the values prevalent in both societies. From their South African environment they learn the value of social and economic advancement (see Table 12), and from their Chinese heritage, the importance of maintaining close family ties. Thus the vernacular has come to be associated with values such as intimacy and solidarity and is mostly used in the domain of family and friends, while English is associated with values such as status differentiation and is used in more 'public' domains such as education and employment. Table 12 reveals that for Group 1 students, the reason for improving their English is to get a good job whereas better integration into the 'English-speaking' community is the reason most favoured by Group 2 students.

Thus, Group 1 students speak English at school and with their peers but rarely at home. Gardner & Lambert (1973) stress the importance of parental support for the learning of a target language by their children. In the case under discussion, there is some support for instrumental reasons but at the same time the students are aware of a dissonance arising from the fact that, although their parents may favour the learning of English for pragmatic reasons, they lend no active support to their children by speaking it at home. This could create feelings of insecurity on the part of the students - a viable 'mismatch'. For example, Tables 8 and 9 reveal that the majority of Group 1 parents speak English only sometimes whereas Group 2 parents often speak it.

A further point to be made here is the nature of the parents' English. Fossilised forms could be picked up by the children through the parents and through indirect cultural transmission. The students thus model their English on that of the parents. At this point it might be interesting to note what Lanham (1978) has to say about South African Indians in this respect:

" Many Indian homes, particularly in the lower socioeconomic groups, do not provide an adequate learning environment and many Indian children enter school without basic linguistic skills expected in the mother tongue. Contributing factors are cultural deprivation, poor models of English in parents and peers, and negative attitudes to an alien language which has displaced the language of the culture. " (25) (2)

This sums up very adequately the position of the Group 1 students.

TABLE 6 AMOUNT OF ENGLISH READ

FREQUENCY	1		SCHOOL CATEGORY 2	
	no	%	no	%
SOMETIMES	15	39.5	2	5.4
OFTEN	14	36.8	8	21.6
ALWAYS	9	23.7	27	73.0

TABLE 7 READ/WRITE CHINESE

ANSWER	1		SCHOOL CATEGORY 2	
	no	%	no	%
YES	12	31.6	1	2.7
NO	26	68.4	36	97.3

TABLE 8 FREQUENCY WITH WHICH PARENTS SPEAK ENGLISH

FREQUENCY	1		SCHOOL CATEGORY 2	
	no	%	no	%
NEVER	4	10.5	2	5.4
SOMETIMES	17	44.7	16	43.2
OFTEN	14	36.8	18	48.6
ALWAYS	0	0	3	7.9

TABLE 9

LANGUAGE GROUP PREFERENCE OF PARENTS

FRIENDS	SCHOOL CATEGORY					
	1			2		
NUMBER	CHI	%	ENG	CHI	%	ENG
NONE	0		10.5	2.7		0
FEW	0		73.7	2.7		54.1
MANY	65.8		13.2	70.3		43.2
ALL	34.2		0	24.3		2.6

3. A Sociolinguistic Analysis

In any multilingual society, there are certain societal factors that promote either social distance or proximity between two groups and thus affect the degree to which a second language learning (2LL) group acquires the language of a particular target group (TL). Schumann (1976) argues that social distance and hence a bad language-learning situation will exist where the 2LL group is either dominant/subordinate; where both groups desire preservation and high enclosure for the 2LL group; where the 2LL group is both cohesive and large; where the two cultures are not congruent; where the two groups hold negative attitudes towards each other and where the 2LL group tends to remain in the TL area only for a short time. He also argues that social solidarity and hence a good language-learning situation will exist where the 2LL group is non-dominant in relation to the TL group; where both groups desire assimilation for the 2LL group; where low enclosure is the goal for both groups; where the two cultures are congruent; where the 2LL group is small and non-cohesive; where both groups hold positive attitudes towards each other and where the 2LL group tends to remain in the TL area a long time. Americans in Saudi Arabia are given as an example of the former and Jewish immigrants in Israel as an example of the latter. Let us now examine the situation of the Chinese group in question in the light of Schumann's framework.

3.1 Possible Mismatches

If we examine Table D of the Appendix we see that the majority of parents are mainly involved in some form of commerce, eg. merchants, drivers, etc. In socioeconomic terms, this group is subordinate to members of the English and Afrikaans speaking communities. Moreover, it seems that parents from Group 1 are lower on the socioeconomic scale than their group 2 counterparts who hold more professional posts.

This subordination in socioeconomic terms holds a negative value for the learning of English by the 2LL group.

3.2 Parents vs Children

By virtue of the fact that Group 1 students are sent to a Chinese as opposed to an open school, it seems fairly obvious that parents wish to preserve their ethnic identity to a greater degree than their counterparts who desire social mobility and integration. The Chinese schools were actually created on the condition that Mandarin, which is neither the mother tongue nor the first language of the students, form an integral part of the curriculum, especially in the early years. We thus have another negative value for learning English (Refer to Tables 2 and 5).

Furthermore, we find mismatches between the older and younger generations. Parents of Group 1 students tend to preserve their ethnic identity to a far greater extent than their children, which can be seen by comparing Tables 4 and 9. Parents have far more Chinese compared to English friends than their children. On the other hand, the children tend to have more English friends than their parents, as they identify more with the environment into which they were born. This is substantiated by the figures in Tables 10 and 11.

TABLE 10 LANGUAGE USED DURING TEA/LUNCH BREAKS

LANGUAGE	1		SCHOOL CATEGORY	2	
	no	%		no	%
MOYENESE/CANTONESE	1	2.6		0	0
ENGLISH	37	97.4		37	100.0

TABLE 11 LANGUAGE PREFERENCE

LANGUAGE	1	SCHOOL CATEGORY	2	TOTAL %
MOYENESE/CANTONESE	28.9		21.5	25.3
ENGLISH	71.1		78.4	74.7

3.3 Perceptions vs Reality

The parents' adherence to their ethnic identity probably results in certain perceptions of their position in South Africa which might differ significantly from the reality which their children actually experience. The two cultures are not congruent but the younger generation have adapted far more readily to Western culture, as they have been brought up in that environment. This causes problems of identity for the students, owing

to the fact that their parents seem to have a different orientation to Western culture.

This has a negative value for learning English.

Finally, attitudes are positive on both sides, i.e. the dominant language groups seem to accept the Chinese community far more readily than they do other linguistic groups, and the Chinese, probably owing to its small size relative to other linguistic groups in S.A., have found acculturation easier. However, parental attitudes are still not as flexible as those of their children which could again lead to conflict in the latter.

Upon analysing the above factors, we see that negative values for learning the TL are dominant in this situation. The students find themselves in an ambiguous position with regard to the TL (English) and this is reflected in their use of it.

4. The "State of the Art"

4.1. Interlanguage

As has already been mentioned, owing to lack of parental support, inadequate models and peer group resistance which is self-reinforcing, these students have tended to form their own idiosyncratic dialect or interlanguage. This is an approximation to the TL in that owing to certain strategies employed by the students in their attempts to communicate, certain linguistic items have become fossilised. According to Selinker (1974):

"...not only can entire (interlanguage) competences be fossilised in individual learners performing in their own interlingual situation, but also in whole groups of individuals, resulting in the emergence of a new dialect, where fossilised IL competences may be the normal situation."

The problems encountered by this particular group of students, analysed according to Selinker's criteria for the processes central to second language learning, seem to arise from a mixture of language transfer, overgeneralization of L2 linguistic material and strategies of L2 communication. The latter dictates to the learner, as it were, that he knows enough of the TL in order to communicate and so he stops learning. In socioeconomic terms, members of this particular group in the community have sufficient command of the language for the positions which they hold. Furthermore, policies restricting certain ethnic groups to certain employment areas are also a demotivating factor in learning the TL, as it diminishes any incentive to improve their mastery of the language for instrumental reasons.

4.2. Characteristics

It should be noted that some of the characteristics listed below are also shared by Indian students. I quote from Lanham(1978):

SAIE(South African Indian English) is further marked by peculiarities of grammar,vocabulary,idiom and turn of phrase,many with an obvious source in Indian languages. White teachers in Indian schools include many of these in a standard set of 'errors' which are markers of SAIE. More serious,however,for SAIE as mother tongue,is that it is 'restricted' 'makeshift' and has 'serious limitations' in respect of vocabulary and idiom but more so in terms of conceptual process." (Bughwan,1970/76)

Although there is variation at the phonological and lexical levels of language,the most important,in terms of general communicative competence including articulate expression,is the syntactic,which seems to be conditioned by both sociological and contextual factors. Thus complexity of sentence structure,analysed in terms of transformational grammar,seems to be related to the socioeconomic level of specific groups. However,in the case of the group in question,we also find transfer from the mother tongue. The general tendency is towards simplification in terms of reduction, both in the case of optional transformations and in the case of avoidance of grammatical formatives,eg.inflections,plural endings,past tense,articles,etc.

4.2.1 Optional transformations

Embedding transformations such as subordination,relativization and nominalization fall into this category and seem to be the most common elements to be reduced. For example, two simple sentences are preferred to a complex one and subordinates such as time,cause, condition and place are frequently omitted. Relative pronouns are also avoided by the strategy just outlined.An interesting characteristic which is fairly common to these students is lack of a finite verb in a sentence which contains a relative pronoun. The students do not realise that the sentence is incomplete: " Petrol,which is so expensive these days ." Repetition is often used to replace conjunction:"Honour is the main theme of the play. Honour is most important to Hotspur."

4.2.2 Avoidance of grammatical formatives

This appears to be related to negative transfer from the mother tongue,which carries no inflections for plural nouns with the corresponding verb agreement.Articles are also constantly omitted.

4.3. Characteristics of a first language

In order to meet the criteria of our definition, a first language should exhibit the following characteristics:

- accurate grammatical order and syntax
- logical modifications and stress are mediated through complex sentence construction
- logical relationships are expressed through prepositions, especially those indicating temporal and spatial contiguity
- a discriminative selection from a range of adjectives/adverbs
- expressive symbolism and explicit individual qualification

We see that the Interlanguage of the students in question differs from the above criteria in the following respects:

- grammatically simple, often unfinished sentences - poor syntactical construction with a verbal form stressing the active
- simple and repetitive use of conjunctions
- rigid and limited use of adjectives and adverbs
- frequent use of categoric statements
- symbolism is often of a low order of generality.

The problem for the teacher in this situation is how to effect a gradual change in the interlanguage system of the students so that it approximates more to the 'norm' for native speakers, i.e. a first language. The following section briefly considers some compensatory measures for the teaching of these students.

5. Compensatory Measures

Upon entering secondary school, then, most students require 'remedial' English as they have established interlanguages which are not suitable for effective functioning in other school subjects.

5.1. L2 teaching techniques

As a special second language syllabus is not foreseeable in the immediate future, teachers are left to cope with a first language syllabus for second language speakers! However, certain techniques such as communication games and drills could be employed during the language classes. In an exercise on synthesis, for example, more attention could be paid to the use of logical connectors in order to emphasise their role and function. Team-teaching is another method which has met with some success in the Chinese schools. As a good command of English would also facilitate learning in other subjects, the teaching of

English should be made relevant to the subjects concerned, as the process of learning per se will then be perceived by the learner as a meaningful whole in which all the various parts are related. For example, in a Geography/English lesson, two teachers could be present, one supervising, say, map-reading activities, the other supervising the writing activity of compiling reports based on the map work. The same principle could easily operate for other subjects as well. The English teacher pays attention to the linguistic needs and skills of the students whilst his colleague concentrates on the content to be learned. Linguistic items are thus taught in an authentic, communicative situation.

Finally, greater cooperation among primary and secondary school teachers is desirable. The latter could advise the former as to the types of 'errors' he/she encounters regularly. The former could then concentrate on these areas while the students are still at an early age, thus establishing good language learning habits and preventing the fossilization of certain linguistic items.

6. Conclusion

It is unrealistic to assume that English is the first language of these students in terms of the competence expected of them for instruction and examination purposes, as the current state of their English is not suitable for effective functioning in other school subjects. This implies that the same methodology/techniques as that used for L1 speakers cannot be employed equally well for these students. Their teachers are left to cope with a syllabus geared towards the needs of L1 speakers. A change in approach is thus necessary, i.e. L2 teaching techniques should be used to "fill the gaps" in the students' communicative competence. The situation, therefore, demands a serious reappraisal of the material and methodology used in the teaching of English and other subjects to these students.

TABLE 12 REASONS FOR IMPROVING ENGLISH

REASONS	1	SCHOOL CATEGORY	2	TOTAL %
FOR GOOD JOB	63.2		48.6	56.0
BETTER INTEGRATION	36.8		50.0	44.0

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PERSONAL DATA

TABLE A

Question 1: Were you born in S.A.?

ANSWER	1		SCHOOL CATEGORY		2	
	no.	%			no.	%
YES	37	100			37	98.7
NO	1	2.6			0	0

TABLE B

Question 2: How long have your parents been living in S.A.?

ANSWER	1		SCHOOL CATEGORY		2	
	no.	%			no.	%
YEARS						
1 - 10	1	2.6			1	2.7
10 - 20	3	7.9			8	21.6
20 +	34	89.5			28	75.7

TABLE C

Question 3: In which suburb do you live?

ANSWER	1		SCHOOL CATEGORY		2	
	no.	%			no.	%
AREA						
N	0	0			6	16.2
S	32	84.2			9	24.3
E	6	15.8			18	48.6
W	0	0			4	10.8

TABLE D

(Question 4: What is your father's professional occupation?)

ANSWER	1		SCHOOL CATEGORY		2
OCCUPATION	no.	%	no.	%	
1	0	0	4	10.8	
2	26	68.4	25	67.6	
3	1	2.6	5	13.5	
4	11	28.9	3	8.1	

KEY

1	2	2	3	4
Professional	SBopkeepers		Salesmen	Private
Managerial	Traders		Sales trainees	drivers
			Promotion work	chefs
			Office clerks	shop assis-
				tants

APPENDIX 2

UNIVERSITY OF THE WITWATERSRAND - DEPARTMENT OF PHONETICS & GENERAL LINGUISTICS

Questionnaire on the Linguistic Habits of Chinese Students in S.A.

Instructions to Respondents

- If you do not know the answer to a question, please leave blank
- Please select your answer to each question by ticking the number in brackets next to the answer you choose
- Please do not write anything in the boxes provided for each question-this is for computer use only

Questionnaire number: .

School category :

Questions

- | | | |
|---|------|--------------------------|
| 1) Were you born in South Africa? Yes(1) No(2) | COL: | 66 |
| 2) How long have your parents been living in South Africa?
1 - 10yrs (1) 10 - 20yrs (2) 20 + yrs (3) | 5 | ☐ |
| 3) In which suburb do you live ? | 6 | ☐ |
| 4) What is your father's professional occupation? | 7 | ☐ |
| 5) At home, do you speak Noyenese, Cantonese or other dialect
never (1) sometimes (2) often (3) always (4) | 8 | ☐ |
| 6) At home, do you speak Mandarin
never (1) sometimes (2) often (3) always (4) | 9 | ☐ |
| 7) At home, do you speak English
never (1) sometimes (2) often (3) always (4) | 10 | ☐ |
| 8) If you speak Noyenese/Cantonese/other dialect, can you also
read and write it ? Yes (1) No (2) | 11 | ☐ |
| 9) Do you speak English with your Chinese friends
never (1) sometimes (2) often (3) always (4) | 12 | ☐ |
| 10) Do you speak English with your parents
never (1) sometimes (2) often (3) always (4) | 13 | ☐ |
| 11) Do you speak English with your brothers/sisters/cousins
never (1) sometimes (2) often (3) always (4) | 14 | ☐ |
| 12) Do you speak English in social activities outside school?
Yes (1) No (2) | 15 | ☐ |
| 13) Do you speak Mandarin outside of school ? Yes (1) No (2) | 16 | ☐ |
| 14) Which language do you mostly speak during tea and lunch breaks
at school? Noyenese/Cantonese/other (1) Mandarin (2) English(3) | 17 | ☐ |
| 15) How old were you when you first learnt English ?
1 - 5yrs (1) 5 - 10yrs (2) 10 - 15yrs (3) | 18 | ☐ |
| 16) How often do you read English magazines, books (novels), newspapers?
never (1) sometimes (2) often (3) always (4) | 19 | ☐ |
| 17) Tick the language you like to speak the most:
Noyenese/Cantonese/other (1) Mandarin (2) English (3) | 20 | ☐ |
| 18) Do you have Chinese friends? few (1) many (2) all (3) | 21 | ☐ |
| 19) Do you have English friends? few (1) many (2) all (3) | 22 | ☐ |
| 20) Which language is mostly spoken at the sports/recreation clubs and
churches which you attend?
Noyenese/Cantonese/other (1) Mandarin (2) English (3) | 23 | ☐ |
| | 24 | ☐ |
| | 25 | ☐ |

(PTO)

- 21) Do your parents speak English
never (1) sometimes (2) often (3) always (4)
- 22) Do your parents have Chinese friends
few (1) many (2) all (3)
- 23) Do your parents have English friends
few (1) many (2) all (3)
- 24) Tick what you think is the most important reason for improving
your English :
- (1) to get a good job after school
- (2) to integrate more into an "English-speaking" culture and
to make more English-speaking friends

26 ☐

27 ☐

28 ☐

29 ☐